



# Health & Safety Inventory Teacher Reference

## EXERCISE SECTION

This section offers students opportunities and ideas for improving their physical fitness.

	Inventory Questions	Ideas for School Improvement	Resources	Connections to KY Academic Standards 4.1
1	How often is each student <b>required</b> to participate in physical activity during school hours? (e.g., 30 minutes per day, 45 minutes twice a week)	Submit to the school site-based council a wellness policy that requires a healthy amount of physical activity for each student in the school.	KRS 160.345(11) deals with physical activity policies in K-5 schools. <a href="http://www.lrc.ky.gov/KRS/160-00/345.PDF">http://www.lrc.ky.gov/KRS/160-00/345.PDF</a>	Primary
2	What opportunities exist for voluntary participation in physical activity during each school day? (e.g., 30 minute recess, 6 weeks of basketball after school)	Develop a wellness plan for your school that makes it possible for all students to exercise at least 30 minutes every day.	KRS 158.856(4) discusses the importance of nutrition and physical activity reports as well as developing local wellness policies to incorporate into the Comprehensive District Improvement Plan. <a href="http://www.lrc.ky.gov/KRS/158-00/856.PDF">http://www.lrc.ky.gov/KRS/158-00/856.PDF</a>	
3	Are <b>all</b> students eligible and encouraged to participate in school-related athletic activities? (e.g., intramural sports, before and after school programs)		The Division of Nutrition and Health Services outlines resources related to SB 172 - Local Wellness Policy Implementation. <a href="https://kyeascn1.state.ky.us/nutrition/sb172.htm">https://kyeascn1.state.ky.us/nutrition/sb172.htm</a>	
4	What mechanisms and equipment are available for students to exercise during lunch and other breaks? (e.g., weight room open at all times, free time in the courtyard)	Organize athletic activities (such as intramural sports or after school activities) in which every student may participate.	Jefferson County Public School's Health Promotion Schools of Excellence is a school-based program designed to promote and maintain healthy lifestyles and reduce health-risk behaviors of students, staff, and parents through a coordinated school health approach. <a href="https://apps.jefferson.k12.ky.us/hpse/hpseweb/default.asp?Intro.htm">https://apps.jefferson.k12.ky.us/hpse/hpseweb/default.asp?Intro.htm</a>	
5	What physical fitness events are offered through the school? (e.g., one day fitness celebration, charity race)	Submit to the school site-based council a wellness policy that requires a healthy amount of physical activity for each student over the course of the school year.	Kentucky Department of Education's "Physical Education and Other Physical Activity Programs" web page describe programs that promote physical fitness and well as the benefits to mental, social and emotional health. <a href="http://www.kde.state.ky.us/KDE/Administrative+Resources/School+Health/Physical+Education/">http://www.kde.state.ky.us/KDE/Administrative+Resources/School+Health/Physical+Education/</a>	
6	Does your school provide walking or biking paths for student/staff/community exercise or transportation?		KDE "Physical Activity and Nutrition Integration Resources" web page highlights curriculum that combines academic achievement within various content areas (i.e., math, science, social studies, language arts) and improved health and physical education knowledge and skills. <a href="http://www.education.ky.gov/KDE/Administrative+Resources/School+Health/Physical+Education/Physical+Activity+and+Nutrition+Integration+Resources.htm">http://www.education.ky.gov/KDE/Administrative+Resources/School+Health/Physical+Education/Physical+Activity+and+Nutrition+Integration+Resources.htm</a>	Fourth Grade
7	What percentage of school-based physical activity is offered outdoors?	Conduct a physical fitness event or "fitness day" at your school. Include a way for each student/parent/ community member to create a long-term plan for personal fitness.	<a href="http://www.take10.net">www.take10.net</a> is a fun, innovative curriculum tool for teachers that promotes content learning as well as meeting daily physical activity requirements to help children develop lifetime healthy behaviors.	
8	How is fitness and wellness part of each grade's curriculum?	Using both the Health and Safety Inventory and the Transportation Inventory, propose to the school site-based council an easy and safe method for students to walk or bike to	Fit Kids Classroom Workout demonstrates 5 and 10-minute exercise segments to increase student thought and cardiovascular flow. <a href="http://www.kineticvideo.com/links.asp?pid=5161&amp;pc=canada">http://www.kineticvideo.com/links.asp?pid=5161&amp;pc=canada</a>	
			Action for Healthy Kids <a href="http://www.actionforhealthykids.org/">http://www.actionforhealthykids.org/</a> features the fun ReCharge! after school fitness program model and Changing the Scene - Improving the School Nutrition Environment tool kit.	PL-EP-2.2.1 Students will identify physical and social benefits that result from regular and appropriate participation in physical activities: physical benefits (e.g., weight management, muscular strength, muscular endurance, flexibility, cardio-respiratory/cardiovascular endurance, control of body movements) social benefits (e.g., positive interaction with others, respect for self and others, enjoyment, self-expression) DOK 1
			KDE "Nutrition and Health Services" web page <a href="https://kyeascn1.state.ky.us/nutrition/">https://kyeascn1.state.ky.us/nutrition/</a> offers a gateway to other resources relating to physical fitness.	PL-EP-1.1.6 Students will describe how an individual's behavior and choices of diet, exercise and rest affect the body. DOK 1
				PL-EP-2.2.3 Students will identify the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory/cardiovascular endurance) and the FITT Principle (Frequency, Intensity, Type, Time). DOK 1
				PL-04-2.2.1 Students will describe physical and social benefits that result from regular and appropriate participation in physical activities: physical benefits (e.g., weight management, muscular strength, muscular endurance, flexibility, cardio-respiratory/cardiovascular endurance, control of body movements, stress reduction) social benefits (e.g., positive interaction with others, respect for self and others, enjoyment, self-expression) DOK 1
				PL-04-1.1.6 Students will describe how an individual's behavior and choices relating to diet, exercise and rest affect body systems (e.g., circulatory, respiratory, digestive). DOK 2
				PL-04-2.2.3 Students will describe the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory/cardiovascular endurance) and the FITT Principle (Frequency, Intensity, Type, Time). DOK 1



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		<p>school.</p> <p>Using both the Health and Safety Inventory and the Transportation Inventory, suggest to the PTA a location and description of a one-mile bike or walking path on school grounds or within the school neighborhood. A brochure could also be distributed to school families and community members.</p> <p>Locate and test health and fitness curriculum that students would enjoy and find beneficial.</p>	<p>A study published April 2001 in the <i>American Journal of Public Health</i> cites children were 400-500% more likely to be physically active if given an attractive place to play and supervised by adults. Facilities that made the biggest impact on middle-school students include basketball, volleyball, tennis and racquetball courts along with baseball backstops. <a href="http://www.drgreene.com/21_482.html">http://www.drgreene.com/21_482.html</a></p> <p>Model school wellness policies may be found at <a href="http://www.schoolwellnesspolicies.org/">http://www.schoolwellnesspolicies.org/</a>.</p> <p>Sponsored by the Health Information Resource Center, <a href="http://www.fitnessday.com">www.fitnessday.com</a> website gives tips on organizing fitness events such as a Family and Health Fitness Day USA.</p> <p>Centers for Disease Control and Prevention offer a tool kit on developing walking and biking to school programs at <a href="http://www.cdc.gov/nccdphp/dnpa/kidswalk/resources.htm">http://www.cdc.gov/nccdphp/dnpa/kidswalk/resources.htm</a>.</p> <p>The United Kingdom's official Walk to School Website, <a href="http://www.walktoschool.org.uk/">http://www.walktoschool.org.uk/</a>, includes resources for students, parents and the community.</p> <p>A British study published August 17, 2005 published in the British Medical Journal notes that students, 10-14 years old, who walked at least one way to or from school were physically more active and enjoyed the related benefits over those who traveled to school by car or bus. <a href="http://www.drgreene.com/21_1959.html">http://www.drgreene.com/21_1959.html</a></p> <p>Benefits of exercising outdoors verses indoors is explained on the Metabolic Effect website <a href="http://www.metaboliceffect.com/me_pages/benefitoutdoor.html">http://www.metaboliceffect.com/me_pages/benefitoutdoor.html</a>.</p> <p>Free youth fitness curriculum from the American Council on Exercise <a href="http://www.acefitness.org/ofk/">http://www.acefitness.org/ofk/</a></p> <p>The President's Challenge "Fitness File" offers teachers with an assessment tool for measuring student fitness. <a href="http://www.presidentschallenge.org/">http://www.presidentschallenge.org/</a></p> <p>Written especially for girls, Bodywise explains the relationships between food, exercise, body appearance and self-esteem. <a href="http://www.girlpower.gov/girlarea/bodywise/index.htm">http://www.girlpower.gov/girlarea/bodywise/index.htm</a>.</p>	<p>Fifth Grade</p> <p>PL-05-2.2.1 Students will explain how physical and social benefits that result from regular and appropriate participation in physical activities: physical benefits (e.g. weight management, muscular strength, muscular endurance, flexibility, cardio-respiratory/cardiovascular endurance, control of body movements, stress reduction) social benefits: (e.g., positive interaction with others, respect for self and others, enjoyment, self-expression) DOK 2</p> <p>PL-05-1.1.6 Students will describe how an individual's behavior choices and habits relating to diet, exercise, rest and other choices (e.g., tobacco, alcohol, illegal drugs) affect body systems (e.g., circulatory, respiratory, digestive). DOK 2\</p> <p>PL-05-2.2.3 Students will describe the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory/cardiovascular endurance) and the FITT Principle (Frequency, Intensity, Type, Time). DOK 1</p> <p>Sixth Grade</p> <p>PL-06-2.2.1 Students will describe the physical, emotional/mental and social benefits gained from regular participation in leisure/recreational, or competitive physical activities: physical benefits (e.g., Weight management, muscular strength, muscular endurance, flexibility, cardio-respiratory/cardiovascular endurance, control of body movements, stress reduction body composition, decreased resting heart rate, reduced cholesterol levels) social benefits (e.g., positive interactions with others, respect for self and others, enjoyment, self-expression, group interaction) emotional/mental benefits (e.g., improved confidence, increased self-esteem, stress reduction, self-expression). DOK 1</p> <p>PL-06-2.2.3 Students will describe the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory/cardiovascular endurance) and the FITT Principle (Frequency, Intensity, Type, Time). DOK 1</p> <p>Seventh Grade</p> <p>PL-07-2.2.1 <i>Students will describe the physical, emotional/mental and social benefits gained from</i></p>
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				<p><i>regular participation in leisure/recreational, or competitive physical activities:</i> physical benefits (e.g., Weight management, muscular strength, muscular endurance, flexibility, cardio-respiratory/cardiovascular endurance, control of body movements, stress reduction, body composition, decreased resting heart rate, reduced cholesterol levels) social benefits (e.g., positive interactions with others, respect for self and others, enjoyment, self-expression, group interaction) emotional/mental benefits (e.g., improved confidence, increased self-esteem, stress reduction, self-expression). DOK 2</p> <p>PL-07-2.2.3 Students will explain the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory/cardiovascular endurance) and how the FITT Principle (Frequency, Intensity, Type, Time) can be used to maintain and improve fitness. DOK 2</p> <p>Eighth Grade</p> <p>PL-08-2.2.1 Students will explain how physical, emotional/mental and social benefits result from regular participation in leisure/recreational, or competitive physical activities: physical benefits (e.g., Weight management, muscular strength, muscular endurance, flexibility, cardio-respiratory/cardiovascular endurance, control of body movements, stress reduction, body composition, decreased resting heart rate, reduced cholesterol levels) social benefits (e.g., positive interactions with others, respect for self and others, enjoyment, self-expression, group interaction) emotional/mental benefits (e.g., improved confidence, increased self-esteem, stress reduction, self-expression). DOK 2</p> <p>PL-08-2.2.3 Students will explain the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory/cardiovascular endurance) and how the FITT Principle (Frequency, Intensity, Type, Time) can be used to maintain and improve fitness. DOK 2</p> <p>High School</p> <p>PL-HS-2.2.1 Students will explain how physical, emotional/mental and social benefits result from regular participation in leisure/recreational or competitive physical activities: physical benefits (e.g., disease prevention, weight management, muscular strength, muscular endurance, flexibility, cardio-respiratory/cardiovascular endurance, control of body movements, stress reduction, increased metabolism, reduction of body fat, decrease in cholesterol, decrease in heart rate) social benefits (e.g., opportunity for interaction with others, cooperation, friendship,</p>
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				<p>teamwork, respect for others and tolerance) mental/emotional benefits (e.g., reduces anxiety/stress, depression, provides better body image, improves self-discipline and self-respect)</p> <p>PL-HS-2.2.3 Students will describe the components of fitness (muscular strength, muscular endurance, flexibility, body composition, cardio-respiratory/cardiovascular endurance) and apply the FITT Principle (Frequency, Intensity, Type, Time) to create a comprehensive exercise plan.</p>
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### NUTRITION SECTION

This section helps students learn about and take responsibility for their own nutrition.

	Inventory Questions	Ideas for School Improvement	Resources	Connections to KY Academic Standards 4.1
9	Does your school have vending machines which are accessible to students? If so, what types of foods are available in the machines?	Conduct research on the sugar and fat content of each food or beverage available in the vending machines. Create a brochure for students that will help them choose foods from the machine  Write an article for the school newspaper about school food service careers. Include a discussion of the training required for school food service staff.  Interview your schools food service manager. Ask why school breakfasts and lunches contain the types and amounts of foods they do. Create an organizational chart showing how decisions about menu choices are made in your school.	Course requirements of the School Food Service Certification program are explained in <a href="https://kyeascn1.state.ky.us/nutrition/nslsbp/SFSCertification.doc">https://kyeascn1.state.ky.us/nutrition/nslsbp/SFSCertification.doc</a> .  The Society for Nutrition Education, <a href="http://www.sne.org/">http://www.sne.org/</a> , is an organization for nutritional professionals providing forums for nutrition education, expressing views on important issues and disseminating research findings.  Use the calculator at <a href="https://kyeascn1.state.ky.us/nutrition/Calculator/calculator.html">https://kyeascn1.state.ky.us/nutrition/Calculator/calculator.html</a> to help you determine how various food items stand up to the minimum nutritional standards specified in Kentucky Administrative Regulation 702 KAR 6:090.  Dietary Guidelines for Americans 2005 is available at <a href="http://www.healthierus.gov/dietaryguidelines/">http://www.healthierus.gov/dietaryguidelines/</a> .  Information on required meal patterns, use of donated commodities, and meeting nutritional standards may be found at USDA’s National School Lunch Program <a href="http://www.fns.usda.gov/cnd/Lunch/">http://www.fns.usda.gov/cnd/Lunch/</a>  Nutrition Café <a href="http://www.exhibits.pacsci.org/nutrition/default.html">http://www.exhibits.pacsci.org/nutrition/default.html</a> has three interactive games to play and examine your knowledge of the nutritional value of different foods.  Scroll under Current Projects and Research at the Harvard Prevention Research Center on Nutrition and Physical Activity, <a href="http://www.hsph.harvard.edu/prc/projects.html">http://www.hsph.harvard.edu/prc/projects.html</a> , for an integrated elementary school curriculum called “Eat Well and Keep Moving”. Sample Lesson 16 is titled “Hunting for Hidden Fat.”  Healthy recipes written in cafeteria quantities can be found at <a href="http://docs.schoolnutrition.org/recipes/">http://docs.schoolnutrition.org/recipes/</a> .  Sponsored by the USDA for children 6-11 years old, <a href="http://mypyramid.gov/kids/index.html">http://mypyramid.gov/kids/index.html</a> , MyPryramid offers fun activities to show the relationship between what students eat and physical fitness.  Determine if your proposed menu would earn a silver or gold rating at <a href="https://kyeascn1.state.ky.us/nutrition/cmenu.htm">https://kyeascn1.state.ky.us/nutrition/cmenu.htm</a> .	Primary  PL-EP-1.2.01 Students will identify nutrients (protein, carbohydrates, fats), which are important in the growth and development of healthy bodies.  PL-EP-1.2.02 Students will describe the overall purpose of the Dietary Guidelines for Americans. DOK 1  PL-EP-3.1.01 Students will identify the difference between wants and needs as it relates to consumer decisions  PL-EP-3.1.02 Students will describe major factors (price, quality, features) to consider when making consumer decisions. DOK 1  PL-EP-3.1.03 Students will identify ways consumer’s buying practices are influenced by peer pressure. DOK 1
10	What sort of training is required to be a food service manager in a school?			
11	What percentage of school meals contain: A. lean meats? B. low fat dairy products? C. whole grain foods? D. fruits? E. vegetables?			
12	What role do students play in decisions about menu planning and serving methods?	Form a Nutrition Advisory Council at the school and meet regularly with the Food Service Manager to discuss menu planning.  Work with the School Food Service Manager to		Fourth Grade  PL-04-1.2.01 Students will identify foods containing nutrients (protein, carbohydrates, fats), which are important in the growth and development of healthy bodies.  PL-04-1.2.02 Students will describe key recommendations made in the Dietary Guidelines for Americans (weight management, physical activity, food groups to encourage) and the overall purpose of these guidelines. DOK 2  PL-04-3.1.01 Students will explain the difference between wants and needs as it relates to consumer decisions.  PL-04-3.1.02 Students will identify major factors (price, quality, features) to consider when making
13	Does your school menu contain nutritional information about the foods that are served?			



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14	Does your school district participate in a "Farm to School" program using produce grown by local farmers?	determine the nutritional value of the menus served at your school.  Propose a method to provide nutritional information of school menus to students, staff and parents on a regular basis.	Staying Healthy, <a href="http://www.kidshealth.org/kid/">http://www.kidshealth.org/kid/</a> , offers a collection of articles, written for kids, describing a number of health issues. Try out Fabulous Food and KidsHealth Recipes for Kids.  SmartMouth for Kids <a href="http://cspinet.org/smartmouth/">http://cspinet.org/smartmouth/</a> has interactive activities including a section called "Ask Gus" to help make wise consumer decisions using food labels.  Dining Room Demos offers resources and step-by-step directions for successful cafeteria displays at <a href="http://www.schoolnutrition.org/Index.aspx?id=1138">http://www.schoolnutrition.org/Index.aspx?id=1138</a> .	consumer decisions and will compare and evaluate products and services based on these factors. DOK 2  PL-04-3.1.03 Students will explain ways consumer's buying practices are influenced by peer pressure and desire for status. DOK 2  PL-04-3.1.05 Students will identify and explain the available health and safety agencies in a community that provide services: <ul style="list-style-type: none"><li>• Health department</li><li>• Fire department</li><li>• Sanitation</li><li>• Police</li><li>• Ambulance services</li></ul> <p style="text-align: right;">Fifth Grade</p>
15	A)What are the USDA guidelines for labeling foods as "organic"?  B)Does your school serve organic food?	Conduct research on the nutritional, environmental and economic benefits of buying organic and/or locally grown food. Include the feasibility of using organic or locally grown food in the school cafeteria.	A California teenager explains the benefits of eating locally grown food <a href="http://teenink.com/Past/2005/December/19579.html">http://teenink.com/Past/2005/December/19579.html</a> . Publish your own nutrition plan through The Young Author's Foundation, Inc.  David Suzuki Foundation offers a challenge to buy locally grown food for many reasons <a href="http://www.davidsuzuki.org/WOL/Challenge/Food.asp">http://www.davidsuzuki.org/WOL/Challenge/Food.asp</a> .	
16	How is nutrition part of each grade's curriculum?	Create and show a PowerPoint presentation on the advantages and disadvantages of using organically grown foods in the school cafeteria.  Investigate and review nutrition curriculum that students would enjoy and find beneficial. Make the reviews available to teachers.	A program to match schools with local farmers to bring fresher produce to the school menu <a href="http://www.farmtoschool.org/ky/">http://www.farmtoschool.org/ky/</a>  Organic Consumers Association's recommendations to improve Children's Environmental Health are at <a href="http://www.organicconsumers.org/sos.htm">http://www.organicconsumers.org/sos.htm</a> .  Lists the USDA standards for producing organic food. <a href="http://www.csrees.usda.gov/nea/ag_systems/in_focus/organic_if_standards.html">http://www.csrees.usda.gov/nea/ag_systems/in_focus/organic_if_standards.html</a>  School Nutrition Association's resources for teachers, <a href="http://www.schoolnutrition.org/Index.aspx?id=1138">http://www.schoolnutrition.org/Index.aspx?id=1138</a> , even includes a list of children's literature books on nutrition.  Team Nutrition has various resources for teachers <a href="http://teamnutrition.usda.gov/educators.html">http://teamnutrition.usda.gov/educators.html</a> .  Earn national recognition for your school in the HealthierUS School Challenge <a href="http://teamnutrition.usda.gov/HealthierUS/index.html">http://teamnutrition.usda.gov/HealthierUS/index.html</a>	PL-05-1.2.01 Students will identify the role of nutrients (protein, carbohydrates, fats, minerals, vitamins, water), which are important in the growth, and development of healthy bodies (e.g., strong bones and muscles, energy).  PL-05-1.2.02 Students will explain key recommendations made in the Dietary Guidelines for Americans (weight management, physical activity, food groups to encourage) and the overall purpose of these guidelines. DOK 2  PL-05-3.1.01 Students will explain the difference between wants and needs as it relates to consumer decisions.  PL-05-3.1.02 Students will identify major factors (price, quality, features) to consider when making consumer decisions and will compare and evaluate products and services based on these factors. DOK 2  PL-05-3.1.03 Students will identify and explain ways consumer's buying practices are influenced by peer pressure, desire for status, and advertising techniques (bandwagon, facts and figures, emotional appeal, endorsement, testimonial). DOK 2 <p style="text-align: right;">Sixth Grade</p> PL-06-1.2.01 Students will describe how foods containing nutrients (proteins, carbohydrates, fats,



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				<p>minerals, vitamins, water) are important for the growth and development of healthy bodies (e.g., strong bones and muscles, energy, healthy organs).</p> <p>PL-06-1.2.02 Students will explain the importance of key recommendations for good health made in the Dietary Guidelines for Americans .DOK 2</p> <p>PL-06-3.1.01 Students will identify how wants and needs influence consumer decisions.</p> <p>PL-06-3.1.02 Students will describe factors (brand name, price, quality, features, availability) to consider when making consumer decisions and will compare and evaluate products and services based on these factors. DOK 2</p> <p>PL-06-3.1.03 Students will describe various factors that influence consumer decisions, such as peer pressure, impulses, desire for status, and advertising techniques (facts and figures, glittering generalities, jingles/slogans, endorsement, testimonial, bandwagon, , emotional appeal, free gifts/rewards) and explain why they are influential. DOK 2</p> <p>Seventh Grade</p> <p>PL-07-1.2.01 Students will explain how nutrients (protein, carbohydrates, fats, minerals, vitamins, water) are important for the growth and development of healthy bodies (e.g., strong bones and muscles, energy, healthy organs).</p> <p>PL-07-1.2.02 Students will describe key recommendations made in the Dietary Guidelines for Americans and explain how these recommendations contribute to good health. DOK 2</p> <p>PL-07-3.1.01 Students will describe how wants and needs influence consumer decisions.</p> <p>PL-07-3.1.02 Students will describe factors (brand name, price, quality, features, availability) to consider when making consumer decisions and will compare and evaluate products and services based on these factors. DOK 3</p> <p>PL-07-3.1.03 Students will describe various factors that influence consumer decisions, such as peer pressure, impulses, desire for status, and advertising techniques (facts and figures, glittering generalities, jingles/slogans, endorsement, testimonial, bandwagon, , emotional appeal, free gifts/rewards) and explain why they are influential. DOK 2</p> <p>Eighth Grade</p> <p>PL-08-1.2.01</p>
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				<p>Students will explain how nutrients (protein, carbohydrates, fats, minerals, vitamins, water) are important for the growth and development of healthy bodies (e.g., strong bones and muscles, energy, healthy organs).</p> <p>PL-08-1.2.02 Students will explain why key recommendations made in the Dietary Guidelines for Americans contribute to good health. DOK 2</p> <p>PL-08-3.1.01 Students will explain and give examples of wants and needs that influence consumer decisions.</p> <p>PL-08-3.1.02 Students will explain factors ( brand name, price, quality, features, availability) to consider when making consumer decisions and will compare and evaluate products and services based on these factors. DOK 2</p> <p>PL-08-3.1.03 Students will describe various factors that influence consumer decisions, such as peer pressure, impulses, desire for status, and advertising techniques (facts and figures, glittering generalities, jingles/slogans, endorsement, testimonial, bandwagon, , emotional appeal, free gifts/rewards) and explain why they are influential. DOK 2</p> <p>High School</p> <p>PL-HS-1.2.01 Students will evaluate the positive and negative impact of food selections that contain essential nutrients (proteins, carbohydrates, fats, minerals, vitamins, water) on maintaining and promoting health.</p> <p>PL-HS-1.2.02 Students will explain key recommendations made in the Dietary Guidelines for Americans, including recommendations for specific population groups, and how these recommendations contribute to good health. DOK 2</p> <p>PL-08-3.1.03 Students will describe various factors that influence consumer decisions, such as peer pressure, impulses, desire for status, and advertising techniques (facts and figures, glittering generalities, jingles/slogans, endorsement, testimonial, bandwagon, , emotional appeal, free gifts/rewards) and explain why they are influential. DOK 2</p> <p>PL-HS-3.1.02 Students will compare products and services based on these factors (e.g., price, quality, features, availability, warranties, comparison shopping) to consider when making consumer decisions. DOK 3</p> <p>PL-HS-3.1.03 Students will explain why various factors that influence consumer decisions, such as peer pressure, impulses, desire for status, and advertising techniques (jingles/slogans, facts and figures, glittering generalities, endorsement, testimonial, bandwagon, snob appeal, emotional appeal, free gifts/rewards) are influential. DOK 2</p>
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SAFETY AND DISEASE TRANSMISSION SECTION				
In this section students learn skills to stay safe and avoid disease.				
	Inventory Questions	Ideas for School Improvement	Resources	Connections to KY Academic Standards 4.1
17	What percentage of time is a school nurse located at your school?	Partner with your local health department for an in-school clinic.  Design a campaign to increase the number of times students wash their hands during the school day.	KDE's Health and Safety Policies and the Environment web page is found at <a href="http://www.education.ky.gov/KDE/Administrative+Resources/School+Health/Health+and+Safety/Default.htm">http://www.education.ky.gov/KDE/Administrative+Resources/School+Health/Health+and+Safety/Default.htm</a> .  Find the contact information for your local health department at <a href="http://chfs.ky.gov/NR/rdonlyres/4AAE2702-DA35-4731-B820-3A4DA053D09B/0/LHDDirectorListing120705.pdf">http://chfs.ky.gov/NR/rdonlyres/4AAE2702-DA35-4731-B820-3A4DA053D09B/0/LHDDirectorListing120705.pdf</a> .  Local health departments offer many resources including suggestions to meet your needs <a href="http://chfs.ky.gov/dph/Local+Health+Department.htm">http://chfs.ky.gov/dph/Local+Health+Department.htm</a> .  Procedures for hand washing are stated in the Kentucky Health Services Reference Guide (HSRG) <a href="http://www.education.ky.gov/users/jneal/HSRG/ch5/Universal_precautions.pdf">http://www.education.ky.gov/users/jneal/HSRG/ch5/Universal_precautions.pdf</a> .  Hand washing lesson plans (K-6) <a href="http://www.glogerm.com/worksheet.html">http://www.glogerm.com/worksheet.html</a> .  Find information about the Coordinated School Health Program supported by KDE at <a href="https://kyeascn1.state.ky.us/nutrition/CSH.htm">https://kyeascn1.state.ky.us/nutrition/CSH.htm</a> .  KidsHealth website <a href="http://www.kidshealth.org/index.html">http://www.kidshealth.org/index.html</a> includes special sections for kids, teens and parents with information about health and safety.  School and Childcare Vaccination Surveys show Kentucky statistics at <a href="http://www.cdc.gov/nip/coverage/schoolsurv/overview.htm">http://www.cdc.gov/nip/coverage/schoolsurv/overview.htm</a> .  Kentucky information relating to school immunizations is found on <a href="http://www.education.ky.gov/KDE/Administrative+Resources/School+Health/Health+Services/Default.htm">http://www.education.ky.gov/KDE/Administrative+Resources/School+Health/Health+Services/Default.htm</a> .	Primary  PL-EP-1.3 .01 Students will identify safety practices (e.g., use of seatbelts/helmets/life vests) for dealing with a variety of health hazards (e.g., crossing the street, talking to strangers) while at school, home, and play.  PL-EP-1.3.02 Students will identify proper procedures to access emergency assistance (911). DOK 1  PL-EP-1.1.07 Students will identify strategies (e.g., diet exercise, rest, immunizations) and good hygiene practices (e.g., hand washing, brushing teeth, using tissues) that promote good health and prevent diseases. DOK 1
18	Does your school have a designated first aid room with a sink and toilet?	Post student-created signs at hand washing facilities to remind people of the importance of hand washing.		
19	Where are AEDs (automated external defibrillators) and first aid kits located throughout the school building, buses and grounds?	Develop a log sheet and place in a location where staff and students seek assistance (e.g., office, school nurse station).		Fourth Grade  PL-04-1.3.01 Students will identify safety practices (e.g., use of seatbelts/helmets/life vests) for dealing with a variety of health hazards (e.g., crossing the street, talking to strangers, dealing with threatening situations) while at home, school, and play.  PL-04-1.3.02 Students will identify proper procedures (calling 911, Heimlich maneuver, stop, drop & roll, apply pressure) for dealing with emergency situations (choking, bleeding, burns). DOK 1
20	Are students required to wash their hands before meals and at other appropriate times?	Create a computer program to track health-related complaints over one year. Analyze the data for patterns.		
21	Does your school have a system for tracking student and staff's health-related complaints by date, time, location and symptoms as well as accidents and injuries?	Compare your class immunization rate with state and national data.		
22	What is your student immunization rate?	Implement a plan to increase the immunization rate in your school.		
23	Does your school have the following written plans and/or policies: YES      NO A. Safety plan for staff, students and visitors? B. Security plan? C. Emergency/disaster/terrorism plan? D. Chemical hygiene, handling and spill plan? E. Bloodborne pathogen and biological spill plan? F. Emergency nurse services plan? G. Playground safety plan?	Study one of the plans or policies that your school has in place. Who is the head officer? What type of training do staff and	Kentucky Health Services Reference Guide (HSRG) contains a wealth of information <a href="http://www.education.ky.gov/KDE/Administrative+Resources/School+Health/Health+Services/HSRG+Table+of+Contents.htm">http://www.education.ky.gov/KDE/Administrative+Resources/School+Health/Health+Services/HSRG+Table+of+Contents.htm</a> .  Only one-third of school districts nationally have done needs assessments or formally begun to improve their school's health services. Read all that is involved in a plan at <a href="http://education.ky.gov/users/jneal/HSRG/ch2/Conceptual_model_for_school_health_services.pdf">http://education.ky.gov/users/jneal/HSRG/ch2/Conceptual_model_for_school_health_services.pdf</a> .  Kentucky Center for School Safety <a href="http://www.kysafeschools.org/">http://www.kysafeschools.org/</a>  National Program for Playground Safety <a href="http://www.uni.edu/playground/">http://www.uni.edu/playground/</a>	PL-04-1.1.07 Students will explain how strategies (e.g., diet, exercise, rest, immunizations) and good hygiene practices (e.g., hand washing, brushing teeth, using tissues, not sharing personal items, adequate protection from ultraviolet rays) promote good health and prevent communicable (cold, flu/influenza, measles, strep throat, lice) and non-communicable (heart disease, diabetes, obesity, cancer, asthma) diseases. DOK 2  Fifth Grade  PL-05-1.3.01 Students will describe safety practices (e.g., use of seatbelts/helmets/life vests) for dealing with a variety of health hazards (e.g., crossing the street, talking to strangers, dealing with threatening situations) while at home, school, and play.



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	<p>H. Policies for limiting outdoor activities due to temperature extremes or high levels of ozone or ultraviolet radiation?</p> <p>I. Policies for managing allergies and asthma including Epi-Pen use and latex allergies?</p> <p>J. Policy for administering medication/self-medication?</p> <p>K. Lock-out/tag-out policy?</p> <p>L. Policy for equipment safety, personal protective equipment and/or ergonomics?</p> <p>M. Other?</p>	<p>students receive to carry out the plan? How can students help the plan work more effectively?</p> <p>Develop a plan or policy for one of the areas that your school needs improvement. Make sure all people involved understand the plan and the roles that they play.</p>	<p>Playground Injury Fact Sheet <a href="http://www.cdc.gov/ncipc/factsheets/playgr.htm">http://www.cdc.gov/ncipc/factsheets/playgr.htm</a></p> <p>Handbook for Public Playground Safety <a href="http://www.cpsc.gov/cpscpub/pubs/325.pdf">http://www.cpsc.gov/cpscpub/pubs/325.pdf</a></p> <p>Centers for Disease Control's Healthy Schools Healthy Youth <a href="http://www.cdc.gov/HealthyYouth/index.htm">http://www.cdc.gov/HealthyYouth/index.htm</a></p> <p>KDE's HIV/AIDS Prevention Program <a href="http://www.kde.state.ky.us/KDE/Administrative+Resources/School+Health/Health+Education/HIV/AIDS+Prevention+Program.htm">http://www.kde.state.ky.us/KDE/Administrative+Resources/School+Health/Health+Education/HIV/AIDS+Prevention+Program.htm</a></p> <p>Requirements of a blood borne pathogen policy <a href="http://www.education.ky.gov/users/jneal/HSRG/ch5/Infection_Control.pdf">http://www.education.ky.gov/users/jneal/HSRG/ch5/Infection_Control.pdf</a> .</p> <p>The local health department inspects school facilities at least twice annually <a href="http://chfs.ky.gov/dph/info/phps/schools.htm">http://chfs.ky.gov/dph/info/phps/schools.htm</a>.</p> <p>Technical information from OSHA about Lock-out/Tag-out (LOTO) <a href="http://www.itd2.com/oto.htm">http://www.itd2.com/oto.htm</a> describes staff training, emergency preparedness and control of hazardous energy.</p> <p>The American Red Cross, <a href="http://www.redcross.org">http://www.redcross.org</a>, has local offices that provide training for staff in a variety of health and safety areas.</p> <p>Kentucky's Safety Educator Standards <a href="http://www.kyepsb.net/documents/EduPrep/Safety%20Standards.doc">http://www.kyepsb.net/documents/EduPrep/Safety%20Standards.doc</a></p> <p>For K-8 teachers, this resource page <a href="http://www.kysafeschools.org/pdfs&amp;docs/clearpdf/ssweek/teacherres6_8.pdf">http://www.kysafeschools.org/pdfs&amp;docs/clearpdf/ssweek/teacherres6_8.pdf</a> contains links on a variety of school safety topics.</p> <p>For teachers of grades 6-12, this resource page <a href="http://www.kysafeschools.org/pdfs&amp;docs/clearpdf/ssweek/teacherres6_12.pdf">http://www.kysafeschools.org/pdfs&amp;docs/clearpdf/ssweek/teacherres6_12.pdf</a> contains links on a variety of school safety topics.</p> <p>The American Red Cross interactive section for youth is accessed through <a href="http://www.redcross.org/services/hss/youth/">http://www.redcross.org/services/hss/youth/</a>. ARC also has curricula for various health and safety areas.</p>	<p>PL-05-1.3.02 Students will identify proper procedures (e.g., calling 911, Heimlich maneuver, first aid) for dealing with emergency situations (choking, bleeding, burns, broken bones). DOK 1</p> <p>PL-05-1.1.07 Students will explain how strategies (e.g., diet exercise, rest, immunizations) and good hygiene practices (e.g., hand washing, brushing teeth, using tissues, not sharing personal items, adequate protection from ultraviolet rays) promote good health and prevent communicable (cold, flu/influenza, measles, strep throat) and non-communicable (heart disease, diabetes, obesity, cancer, asthma) diseases. DOK 2</p> <p>Sixth Grade</p> <p>PL-06-1.1.07 Students will describe symptoms, causes, patterns of transmission, prevention, and treatments of communicable (colds, flu/influenza, mononucleosis, hepatitis, HIV/AIDS/STD, tuberculosis) and non-communicable diseases (cancer, cardiovascular disease, diabetes, obesity, asthma, emphysema). DOK 2</p> <p>PL-06-1.3.01 Students will describe safety practices (e.g., walking in opposite direction of violence, staying calm in dangerous situations) for dealing with a variety of health hazards (e.g., firearms, motorized vehicles, or potentially unsafe or threatening situations) encountered by adolescents.</p> <p>PL-06-1.3.02 Students will identify basic first-aid procedures for responding to a variety of life-threatening emergencies (e.g., choking, broken bones, shock, poisons, burns, allergic reactions, bleeding). DOK 1</p> <p>Seventh Grade</p> <p>PL-07-1.1.07 Students will describe symptoms, causes, patterns of transmission, prevention, and treatments of communicable (colds, flu/influenza, mononucleosis, hepatitis, HIV/AIDS/STD, tuberculosis) and non-communicable diseases (cancer, cardiovascular disease, diabetes, obesity, asthma, emphysema). DOK 2</p> <p>PL-07-1.3.01 Students will explain how health hazards (e.g. firearms, motorized vehicles, or potentially unsafe or threatening situations) and safety practices (e.g., walking in opposite direction of violence, staying calm in dangerous situations, wearing protective gear, notifying appropriate authority) may influence their personal health</p> <p>PL-07-1.3.02 Students will describe basic first-aid procedures for responding to a variety of life-threatening emergencies (e.g., choking, broken bones, shock, poisons, burns, allergic reactions, bleeding). DOK 2</p> <p>Eighth Grade</p> <p>PL-08-1.1.1.07</p>
24	How is safety and disease transmission part of each grade's curriculum?	Using both the Health and Safety Inventory and the Indoor Air Quality Inventory, conduct a survey of students and staff who have allergies. Develop a plan to reduce allergy and asthma triggers.		
25	Who conducted this inventory (e.g., Mrs. Frost's second period Health class with help from Mr. Wright, principal, and Mrs. Baker, cafeteria supervisor)?	Locate and test safety and disease transmission curriculum that students would enjoy and find beneficial.		
		Celebrate Safe Schools Week in October.		



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				<p>Students will explain symptoms, causes, patterns of transmission, prevention and treatments of communicable (colds, flu/influenza, mononucleosis, hepatitis, HIV/AIDS/STD, tuberculosis) and non-communicable diseases (cancer, cardiovascular disease, diabetes, obesity, asthma, emphysema). DOK 3</p> <p>PL-08-1.3.01 Students will explain how health hazards (e.g., firearms, motorized vehicles, all terrain vehicles, personal water craft, potentially unsafe or threatening situations) and safety practices (e.g., walking in opposite direction of violence, staying calm in dangerous situations, wearing protective gear, notifying appropriate authority) may influence their personal health.</p> <p>PL-08-1.3.02 Students will explain how basic first-aid procedures for responding to a variety of life-threatening emergencies (e.g., falls, drowning, choking, bleeding, shock, poisons, burns, temperature-related emergencies, allergic reactions, broken bones) can help reduce the severity of injuries and save lives. DOK 3</p> <p>High School</p> <p>PL-HS-1.3.01 Students will analyze how responsible use of machinery; motorized vehicles (e.g., all terrain vehicles, motorcycle, automobile, personal watercraft) and firearms reduce the risk of accidents and save lives.</p> <p>PL-HS-1.3.02 Students will explain how proper first-aid procedures (e.g., CPR/rescue breathing) for responding to emergency situations (falls, drowning, choking, bleeding, shock, poisons, burns, temperature-related emergencies, allergic reactions, broken bones, overdose, heart attacks, seizures) can help reduce the severity of injuries and save lives. DOK 2</p> <p>PL-HS-1.1.07 Students will describe symptoms, causes, patterns of transmission, prevention, and treatments of communicable diseases (hepatitis, tuberculosis, STD/HIV/AIDS) and non-communicable diseases (cancer, diabetes, obesity, cardiovascular disease, arthritis, osteoporosis). DOK 2</p> <p>PL-HS-1.3.02 Students will explain how proper first-aid procedures (e.g., CPR/rescue breathing) for responding to emergency situations (falls, drowning, choking, bleeding, shock, poisons, burns, temperature-related emergencies, allergic reactions, broken bones, overdose, heart attacks, seizures) can help reduce the severity of injuries and save lives. DOK 2</p>
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